

**SOUTH DAKOTA DEPARTMENT OF EDUCATION AND CULTURAL
AFFAIRS
OFFICE OF SPECIAL EDUCATION**

**Children's Care Hospital and School
Continuous Improvement Monitoring Process Report 2002**

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Date of Report: December 23, 2002

This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by the Office of Special Education. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Maintenance	The district/agency consistently meets this requirement.
Needs Improvement	The district/agency has met this requirement but has identified areas of weakness that left not addressed may result in non-compliance.
Out of Compliance	The district/agency consistently does not meet this requirement.
Not applicable	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision
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General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive Plan
- State and Federal Regulations
- Parent Rights Booklets
- Contracts with LEAs
- Screening Assessment
- Budgeted Services
- Interagency Agreements
- Admission Requirements
- Admission Policies and Procedures
- Your Child Your Rights Video
- State Prior Notice, Consent, IEP and Addendum Forms
- Behavioral Policies
- Sensory Room
- Specialized Equipment
- Certification Programs
- CCHS Workshop Schedule
- Workshop Brochures
- CCHS Newsletter

Promising Practice

The self-assessment completed by the CCHS steering committee determined an area of promising practice is that CCHS works in conjunction with public and private entities to conduct child find activities. In addition, the steering committee identified as a promising practice that CCHS offers paraprofessional training, certification programs and is a host for professional training opportunities for CCHS staff and professionals around the region. CCHS serves as a resource to provide training on instructional practices and assistive technology for LEAs in South Dakota, Minnesota, Nebraska and Iowa.

Based on the data, the steering committee also determined that all CCHS students who participated in the STAARS assessment (alternative assessment) had appropriate individualized modifications.

The steering committee concluded that another promising practice was no CCHS students have been expelled or suspended.

Maintenance

The steering committee reported that CCHS is not the LEA; therefore, child find activities are not applicable for the school. CCHS has policies and procedures in place that provides support when a school district refers or places a child with a disability at CCHS. CCHS implements procedures to ensure that any LEA seeking admission of a child is informed of admission status and, if appropriate, proceeds with the process without delay. In collaboration with the LEA, CCHS ensures special education and related services are provided in accordance with the student's individualized education program.

The steering committee also concluded that CCHS demonstrates maintenance in its ability to implement regulations by using data based decision-making procedures. By reviewing and analyzing data, CCHS determines whether the agency is making progress toward the state performance goals and indicators.

Validation Results

Promising Practices

The CCHS web site that offers information about their school and upcoming training opportunities for educational personnel was determined by the review team to be an additional CCHS promising practice. Also, CCHS sends a monthly newsletter to parents/guardians with information about activities the students have participated in and a calendar of upcoming events that parents/guardians are invited to attend.

Maintenance

The review team agreed with all of the steering committee's conclusions in the maintenance area for General Supervision.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive Plan
- State and Federal Regulations
- Admission Policies and Procedures
- State Eligibility Guidelines
- CCHS Budgeted Services
- Parent/Student Rights Booklet
- Your Child Your Rights Video
- Adapted Physical Education Program
- Music Therapy Program
- CCHS Curriculum and Functional Curriculum
- Specialized Equipment

Promising Practice

The steering committee, through self-assessment, determined that a CCHS promising practice is its ability to deliver a FAPE, because it has not had any suspensions or expulsions. One hundred percent of the parent surveys indicated that FAPE is provided to CCHS students, and behavioral interventions have been successful. CCHS staff has the opportunity to participate in training to develop intervention skills to prevent and deescalate problem behaviors. Student behaviors are tracked and monitored on a regular basis. Also, CCHS teams meet regularly to remain proactive in behavioral intervention. CCHS has not been involved in mediation or a due process hearing related to FAPE policies and procedures.

Maintenance

Upon completion of their self-assessment in the maintenance area, the CCHS steering committee determined that CCHS has policies and procedures in place that support FAPE for children age 3

to 21. When a school district refers or places a child with a disability, CCHS collaborates with the LEA to ensure FAPE.

Validation Results

Promising Practice

The review team agreed with all promising practice areas for Free Appropriate Public Education as concluded by the steering committee. In addition, the team determined that CCHS's provision of crisis prevention training to staff was a promising practice. CCHS staff also complete a maladaptive behavior card for targeted behaviors to determine precipitating factors and consequences, which assists in developing proactive behavioral intervention.

Maintenance

The review team agreed with all maintenance areas concluded by the steering committee for Free Appropriate Public Education.

Principle 3 – Appropriate Evaluation

A team of knowledgeable staff, which also includes parental input, conducts a comprehensive evaluation. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive Plan
- State and Federal Regulations
- Admission Policies and Procedures
- State Eligibility Guidelines
- CCHS Budgeted Services
- Parent Rights Booklet
- Parent/Student Rights Booklet
- Your Child Your Rights Video
- Adapted Physical Education Program
- Music Therapy Program
- CCHS Curriculum and Functional Curriculum
- Specialized Equipment
- Prior Notice and Consent form developed by OSE
- Testing Libraries

Promising Practice

The steering committee concluded a promising practice at CCHS is that parents gave consent for 100% of all reevaluations. One hundred percent of parents surveyed reported they felt their child's tests were explained in a way they could understand. Also, the committee determined an additional promising practice is the availability of at least monthly staff training opportunities related to special education, assessment and teaching strategies. CCHS has developed handbooks and technical support information for staff to use in the completion of evaluations. A format for

the content of information that staff should include in evaluations has also been developed at CCHS.

Maintenance

The steering committee concluded maintenance to be the provision of written notice and consent before assessments were administered at CCHS to a child as part of an initial evaluation or reevaluation. The committee determined that all rules related to the written notice were adhered to and implemented as evidenced by copies of evaluations and outcome information.

In addition, the steering committee determined maintenance pertaining to CCHS inviting parents and LEAs to a team meeting at the initial phase of a child's reevaluation. At the meeting, the team reviewed present levels of performance, strengths, needs, previous assessment information and assessment needs.

CCHS employs staff knowledgeable of evaluation regulations to complete comprehensive evaluations. All staff has access to the CCHS comprehensive plan as a reference to implement procedures in accordance with the regulations.

Validation Results

Promising Practice

The review team agreed with the promising practice areas concluded by the steering committee. for Appropriate Evaluation.

In addition, the review team determined that another promising practice for CCHS was the wide variety of functional assessments utilized during evaluations.

In staff interviews, the team learned that monthly staff inservices are held related to special education issues. If a staff member is unable to attend, he/she receives the handout and is given the opportunity to meet with the presenter, which the team determined was a promising practice.

Maintenance

The review team agreed with all areas of maintenance concluded by the steering committee for Appropriate Evaluation.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive Plan
- State and Federal Regulations
- Admission Policies and Procedures
- State Eligibility Guidelines

CCHS Budgeted Services
Parent/Student Rights Booklet
Your Child Your Rights Video
CCHS Curriculum and Functional Curriculum
Specialized Equipment
Consent and Prior Notice Form
Parent Press Newsletter
FERPA Disclosure
HIPPA Rules
IDEA

Promising Practice

The self-assessment completed by the CCHS steering committee concluded a promising practice was that CCHS shares a copy of the video Your Child Your Rights with families. In addition, CCHS staff is encouraged to attend workshops to broaden their knowledge of issues related to disabilities and transition to adulthood. Staff members then share the information with families and CCHS staff. No parent has requested a due process hearing based on the actions of CCHS. In surveys with a scale to 4, parents general satisfaction rate was 3.8 and district satisfaction was 3.7 related to CCHS for procedural safeguards.

The steering committee also determined that CCHS having a social worker assigned to each student to coordinate transition and transfer of rights issues was a promising practice.

Maintenance

Based on the data, the steering committee determined areas of maintenance to be that all the appropriate policies and procedures are in place at CCHS to implement rules and regulations related to content of rights, consent and written notice. This was evidenced by CCHS policy, documentation in student files, comprehensive evaluations, 45-day reports, IEPs and all files containing release of information documentation. CCHS ensures parents have been fully informed in their native language or other mode of communication of all information relevant to the activity for which consent is sought.

The steering committee concluded maintenance by CCHS related to the transfer of rights for a student as evidenced by the IEP, CCHS policy and documentation in student files. CCHS adheres to the regulation that special education rights transfer from the parent to the a student at the age of 18 unless (1) the IEP determines that the student does not have the ability to provide informed consent with respect to his/her educational program, or, (2) the parent has obtained legal guardianship. CCHS ensures that when a student's parent is not to be found that a surrogate is assigned.

Validation Results

Promising Practice

The review team agreed with all the promising practices for procedural safeguards as concluded by the Steering committee.

The reviewers determined another promising practice was that parents and CCHS staff had a workshop presented by SD Transition Liaison staff member, which provided an overview of the transition process. CCHS also offers monthly transition training opportunities. A CCHS social worker is assigned to coordinate transfer of rights activities with families by the student's 17th birthday.

Maintenance

The review team agreed with the areas of maintenance concluded by the steering committee for Procedural Safeguards.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive Plan
- State and Federal Regulations
- Teacher Handbook
- CCHS Policies and Procedures
- State Technical Assistance Manual
- CCHS Budgeted Services
- Parent Rights Booklet
- Your Child Your Rights Video
- State Prior Notice and Consent Form
- CCHS Annual Report Form
- CCHS Comprehensive Evaluation Form
- IDEA
- State IEP Form
- State Addendum Form
- CCHS Team Meeting Report
- CCHS Library
- STAARS Manual
- Quarterly Reports Document

Promising Practice

The steering committee concluded that a promising practice in the IEP area was that CCHS offered comprehensive training to assist professionals and families in the development of an appropriate IEP and implementation of individualized teaching strategies. In addition, CCHS uses a documentation checklist that is completed following an IEP to ensure all needed parties have a copy of the document.

Maintenance

Based on the data reviewed by the steering committee, they determined that CCHS maintains compliance with the regulations related to IEP team membership. CCHS has procedures in place for the adhering to the rules of IEP content. CCHS follows the regulations related to other IEP components as evidenced by the annual report, prior notice and consent document and the IEP document found in each child's education record.

Out of Compliance

24:05:27:01.03 Content of individualized education program.

24:05:27:13.02 Transition Services

A student IEP must include a statement of the present levels of performance that addresses the student's strengths, difficulties, areas/skills to be addressed, parent input and how the student's disability affects the student's involvement and progress in each of the curriculum areas that are effected by the student's disability. The present levels of performance must be linked to the eventual goals and objectives. In all of the files reviewed, the reviewers determined that the students' present levels of performance were not linked to evaluation or functional assessment information. The present levels of performance were in list form and vague, rather than being skill specific; for example, "....has a good sense of humor" and ".... needs to increase acquisition of preschool/pre-kindergarten skills". The team also determined that in all the files reviewed the students' present levels of performance did not correspond with the annual goals and short-term objectives.

Transition planning must begin at age 14, with transition services beginning by age 16, or earlier if appropriate. In the nine IEPs reviewed by the team for transition age students, one had nothing documented in the "Living" area for a 14-year old student. Four of the IEPs reviewed for students' age 16 or older did not address in the "Adult Services" area when the service or activity would begin or the person/agency responsible. Three IEPs did not have the "Course of Study" area completed correctly. One of the IEPs course of study area was blank. The other two IEPs addressed the course of study for the current school year. The course of study areas for the following years were blank.

In interviews with special educators, they stated their ability to appropriately address transition planning and services is limited due to the severity of many of the CCHS students' disabilities.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive Plan
- State and Federal Regulations
- CCHS Policies and Procedures
- State Technical Assistance Manual
- CCHS Budgeted Services
- Parent Rights Booklet
- Your Child Your Rights Video
- State Prior Notice and Consent Form
- CCHS Annual Report Form
- State IEP Form
- State Addendum Form
- Discharge Report
- SIMS Data
- Admissions and Discharge Curriculum

CCHS Curriculum Guide and Functional Curriculum
45-Day Placement Reviews
CCHS Community Playground
CCHS Arts for All Day
CCHS Volunteer Program

Promising Practice

The steering committee concluded that a CCHS promising practice is that staff and administrative surveys indicated 100% of the CCHS staff have the opportunity to participate in IEPs.

Maintenance

Based on data, the steering committee concluded that CCHS implemented policies and procedures that allow children to receive services in the least restrictive environment with supports needed for successful participation. CCHS addressed issues related to LRE on all IEPs.

Validation Results

Promising Practice

The reviewers agreed with the steering committee's promising practice LRE conclusion.

The review team determined that a LRE promising practice at CCHS has been the development of innovative programs and activities such as the CCHS/Community Playground and Arts for All Day, which allow CCHS students additional opportunities to participate in activities with their peers.

Maintenance

The review team agreed with the maintenance areas concluded by the steering committee for Least Restrictive Environment.